DOCUMENT RESUME

ED 425 295 CE 077 512

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TITLE Professional Development Training. ACTWU Insurance Department.
INSTITUTION Amalgamated Clothing and Textile Workers Union, Chicago, IL.; Northeastern Illinois Univ., Chicago. Chicago Teachers' Center.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 1995-07-00
NOTE 55p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513. "With contributions from Florence Estes."
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Behavioral Objectives; *Conflict Resolution; Curriculum Guides; Instructional Materials; Interpersonal Communication; *Interpersonal Relationship; Leadership Training; Learning Activities; Lesson Plans; *Listening Skills; *Professional Development; Self Evaluation (Individuals); Stress Management; *Teamwork; *Work Attitudes
IDENTIFIERS *Customer Services

ABSTRACT

This curriculum guide provides materials for a 10-week professional development training course. A course outline and list of topics is followed by the plans for the 10 lessons. Components of these lesson plans include topics; objectives; materials needed; lesson outline with activities and discussion; and student handouts. Lesson topics are as follows: (1) overview of course, self-assessment, getting to know co-workers, and discovering character and temperament types; (2) character and temperament types, work tasks of individual "team" members, and understanding and accepting co-workers for their strengths and areas for development; (3) principles of effective communication, barriers to communication, and behavior in the workplace; (4) active listening: verbal and non-verbal cues, barriers to effective communication, and listening styles, attitudes, and behaviors; (5) improving listening skills, various kinds of customers, and effective approaches in dealing with customers; (6) dealing with difficult people, customer service versus customer satisfaction, and strategies to facilitate customer satisfaction; (7) attitude in the workplace, mutual respect, and principles of teamwork; (8) principles of teamwork, the importance of team communication, and the effects and impact of good team communication; (9) conflict in the workplace, dealing with conflict, and managing stress; and (10) outcomes of course, recommendations for management, topics of future development training, and evaluation and recognition. (YLB)

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ED 425 295

Professional Development Training
ACTWU Insurance Department

Worker Education Program
Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union

July 1995 • Sabrina Budasi Martin

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Course Outline

Week	Topic
1	Purpose of Course Discovering Character & Temperament
2	Understanding & Valuing Character Temperament Types in the Workplace
3	Principles of Effective Communication & Professional Conduct
4	Communication & Customer Service
5	Problem Solving: Dealing with Customers & Work Issues effectively
6	Principles of Teamwork Mutual Respect
7	Managing Work as a Team
9	Dealing with Change Conflict Resolution Stress Reduction
10	Synthesizing What You Have Learned

Topics:

- Overview of Course & Self Assessment
- Getting to Know Co-Workers
- Discovering Character & Temperament Type
- Work Tasks of Individual "Team" Members
- Understanding and Accepting Co-Workers for their Strengths and Areas for Development
- Principles of Effective Communication
- Barriers to Communication
- Behavior in the Workplace
- Active Listening: Verbal and Non-verbal Cues
- Barriers to Effective Communication
- Listening Styles, Attitudes & Behaviors
- Improving Listening Skills
- Various Types of Customers
- Effective Approaches in Dealing with Customers
- Dealing with Difficult People
- Customer Service vs. Customer Satisfaction
- Strategies to Facilitate Customer Satisfaction
- Attitude in the Workplace
- Mutual Respect
- Principles of Teamwork
- The Importance of Team Communication
- The Effects and Impact of Good Team Communication
- Conflict Resolution
- Stress Reduction

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Lesson 1

Topics:
- Overview of Course & Self-Assessment
- Getting to Know Co-workers
- Discovering Character and Temperament Types

Objectives:

1. Promote an understanding and acceptance of interests and strengths among course participants

2. Identify different character and temperament types and how they contribute to the work environment

Materials:

Colored pencils, markers, flip chart, paper
Handouts: *Course Outline & Self-Assessment* checklist
Find Someone Who
Coat of Arms
Vocabulary of Preferences
Keirsey Temperament Sorter

Lesson:

1. Hand out *Find Someone Who* to each course participant. Explain they will have five minutes to walk around the room and discover someone who "owns a pet," for example. This activity will give everyone a chance to discover something new about their fellow co-workers. Afterward, ask if they learned anything new about their co-workers.
(10 min.)

2. Ask the group why they think they are in this course. Hand out the *Course Outline* and *Self-Assessment*. Briefly discuss confidentiality, mutual respect...while reviewing course content and *Self-Assessment* checklist.
(15 min.)

3. Pass out the *Coat of Arms* worksheet and a variety of colored pencils and markers. Briefly explain the objective and procedure of the activity (attached) and mention that words representing each topic can be used instead of sketches/drawings. Before class, prepare a flip chart highlighting the main procedures for the participants to refer to during the activity.
(15 min.)

4. After each person finishes, form triads and have participants try and identify what the others' coats of arms signify. Bring group back together and ask everyone to share one or two items from their coat of arms.
(15 min.)

5. Synthesize the information shared among the participants pointing out the strengths in diversity, how it may relate to work in the insurance office and how self-image, many times, is not the same as how others may perceive one another. Elicit other examples from the group.
(10 min.)

6. Hand out *Vocabulary of Preferences*. Ask participants to briefly review the descriptions of each preference explaining that they should look at one set (i.e. Extroversion vs. Introversion) and think about which preference fits into their individual character and temperament type. For example, ask them to identify which preference best fits the way they perceive themselves, not the way they would like to be perceived. Emphasize the strengths in all preferences. Ask why these preferences may or may not affect a work environment, record on flip chart.
(10 min.)

7. Ask everyone to write their preference guess on a slip of paper collect for safe keeping until the next session. Remember, to stress the importance of each category - that there is no right or wrong answer, good or bad category...

8. Choose one:

A. Pass out the *Keirsey Temperament Sorter* and briefly review the directions for participants to complete for the next class session. Explain that it is very important the activity is completed because the results will be an important component of the activities set up for the next lesson. Discuss the Sorter and discuss confusing phrases and/or vocabulary.
(10 min.)

B. Pass out *Effects of Each Preference in Work Situations* and ask participants to review the descriptions (at home) of each preference and to check statements that apply to themselves, individually. Explain that it is very important the activity is completed because the results will be an important component of the activities set up for the next lesson.

9. As a wrap-up, ask participants to share at least one or two positive outcomes and/or learnings from today's lesson.
(5 min.)

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Self-Assessment

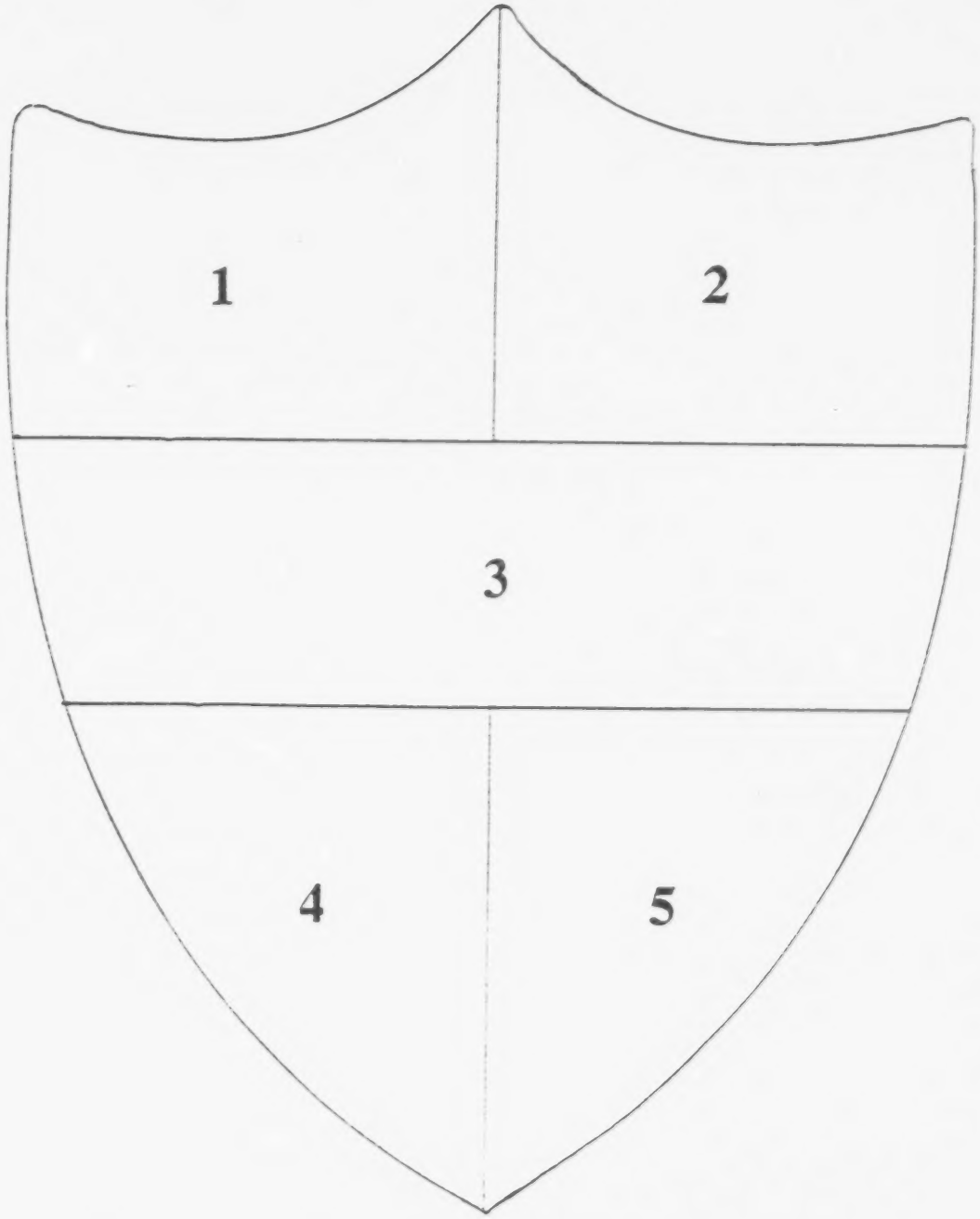
**Read the following statements, and rate your present knowledge of each topic.*

	Very much	Somewhat	A little	Not at all
1. I know my character and temperament type and how I relate to others in the workplace.				
2. I understand what it is like to work effectively on a team.				
3. I know how my job fits into the overall functioning of my department.				
4. I can idenify problems that negatively affect the work flow in my department.				
5. I deal effectively with customers:				
a. on the phone.				
b. in person.				
c. when they are yelling.				
d. when they are confused.				
e. when they do not understand what I am saying.				
f. when they only want to socialize.				
6. I am comfortable and effective listening to:				
a. co-workers.				
b. customers.				
c. supervisors/management.				
7. I am can learn from critiques of my job performance from:				
a. co-workers.				
b. customers.				
c. supervisors/management.				
8. I can accept responsibility for the consequences of my actions, positive or negative.				
9. I am respectful to and work cooperatively with:				
a. co-workers.				
b. supervisors/management.				
c. customers.				
10. At the end of the day, I feel good about the work I accomplished.				

FIND SOMEONE WHO.....

1. Is the oldest child of their family _____
2. Had a dog when they were little_____
3. Was born in the same month as you_____
4. Doesn't like to eat at McDonald's_____
5. Would rather go to the beach than the mountains on vacation_____
6. Was born on the south side of Chicago_____
7. Likes the same Wednesday evening TV show as you_____
8. Wanted to be a nurse, singer, or fireman when they were a child_____
9. Has a beautiful grandchild_____
10. Would rather go shopping than to a movie_____

COAT OF ARMS



Vocabulary of Preferences

Orientation of Energy – *Extroversion vs. Introversion*
Direction of focus, source of energy

Extroversion	Introversion
Energized by outer world	Energized in inner world
Focus on people, things	Focus on thoughts, concepts
Active	Reflective
Breadth of interest	Depth of interest
Live it, then understand it	Understand it, before live it
Interaction	Concentration
Outgoing	Inwardly directed

Perceiving Function – *Sensing vs. Intuition*
Ways of taking in information

Sensing	Intuition
Facts	Meanings
Data	Associations
Detail	Possibilities
Reality-based	Hunches, speculation
Actuality	Theoretical
Here and now	Future
Utility	Fantasy

Judging Function -- *Thinking vs. Feeling*
Ways of coming to Conclusion

Thinking	Feeling
Analysis	Sympathy
Objective	Subjective
Logic	Humane
Impersonal	Personal
Critique	Appreciate
Reason	Values
Criteria	Circumstances

Orientation to Outer Life -- *Judging vs. Perceiving*
Attitude toward external world

Judging	Perceiving
Organized	Pending
Settled	Flexible
Planned	Spontaneous
Decisive	Tentative
Control one's life	Let life happen
Set goals	Undaunted by surprise
Systematic	Open to change

Adapted from: *MBTI Vocabulary*, Jean M. Kummerow, Ph.D., Center for Application of Psychological Type Inc., Gainesville, Floridaa, 1987.

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Lesson 2

Topics:
- Character and Temperament Types
- Work Tasks of Individual "Team" Members
- Understanding and Accepting Co-Workers for their Strengths and Areas for Development

Objectives:

1. To analyze how different character and temperament types contribute to the make up of a workplace "team" and to identify the "team's" overall type profile.

2. To assist in identifying how individual character and temperament types affect working style and environment.

3. Identify work tasks and how different character and temperament types contribute positively to identified tasks.

4. To identify individual character and temperament types, including potential strengths and areas for development as they relate to the workplace

5. To promote an understanding and acceptance of different personality types in the workplace, particularly in the perception and decision making process.

6. To reflect on the impact of personal behavior and evaluate its effectiveness.

Materials:

Flip chart, markers
Handouts: *Character and Temperament Type Descriptions*

Lesson:

1. Begin by asking if everyone completed the *Keirsey Temperament Sorter* and if participants came up with a four-letter code. If there are individuals who did not complete the Sorter, ask them to do so in another room.

Ask how the code from the Sorter matched up with their guess from last class. Were there more similarities or differences? How do they feel about the results? Ask everyone to write the results on an anonymous slip of paper for the facilitator to record on a flip chart.
(10 min.)

2. While recording the groups' types on flip chart, have the participants read their type profile from *Character and Temperament Type Descriptions*. Ask participants if they agree or disagree with their profiles and how they felt while reading them. Ask if they feel knowledge of various profiles will facilitate dealing with people in the future. Why or why not?
(15 min.)

3. Ask everyone to look at types on flip chart. Divide participants into pairs and have them briefly discuss whether or not the types circled apply to the group. Ask them to refrain from using individual's names during the activity.
(10 min.)

4. Now, assign each pair one or two types identified on the flipchart and relate a fictional situation to the group that is common to most people. For example, tell a story about someone cutting in line. Ask everyone to think about how their character type would react in that particular situation. Ask for responses and record on flip chart.
(10 min.)

5. Divide into pairs again and ask each individual share at least one common work-related situation (not necessarily negative) with partner. Ask one person in each pair to record the situations on a piece of paper. Assign each pair two profile types from activity #2 and ask them to discuss and be ready to report how the two types would contribute positively to the situations recorded and how they may react negatively. Allow at least 10-15 minutes and come back as a group to report findings.
(30 min.)

6. As a wrap up, ask participants to journal how they feel their profile type contributes positively to their work environment. If time allows ask that they also identify areas of their individual profile type to develop.
(15 min.)

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Lesson 3

Topics:
- Principles of Effective Communication
- Barriers to Communication
- Behavior in the Workplace

Objectives:

1. To increase awareness of the importance of communication.

2. To identify barriers to communicate and ways of improving and avoiding breakdowns in communication.

3. To understand and identify how responses/reactions to situations affect communication and how it is perceived by others.

3. To identify ways to adjust behavior within the workplace.

Materials:

Markers, flip chart, paper/cards
Handouts: *Barriers to Communication*
Responses to Situations

Lesson:

1. Based on learnings from Lesson 1 & 2 ask participants to quickly reflect on their character and temperament type and write two positive "personality traits" and one area for development that affect their work environment.
Example: Positive - organized, like to talk to everyone socially
Area for development - make decisions & react too quickly
Explain that their responses will be an important part of an activity later in the class session. (10 min.)

2. As a group, brainstorm common principles of good/effective communication and record on flip chart. Do the same for barriers to communication. After all responses are recorded, highlight 2-3 positive aspects of effective communication and elicit examples that occur in the Insurance department, and ask why/how those aspects of communication are effective/important. (10 min.)

3. Ask group to divide into pairs and pass out *Barriers to Communication*. Ask each pair to match each situation on the handout to the communication barrier it describes. Ask pairs to write as least 2 related situations at ACTWU on individual note cards. Meanwhile, write responses form Activity #1 on flip chart to use later. (20 min.)

4. Collect cards and ask if communication barriers discussed occur frequently within the workplace. (5 min.) Refer to *Barriers to Communication* and barriers previously brainstormed on flip chart and ask participants how they react to similar situations. (10 min.)

5. Pass out *Responses to Situations*. As a group, work through the first scenario. Ask participants to also think about why a person would react defensively or offensively. Ask, "What do you do if a person reacts that way with you?" "What would be the best way to react?" Divide group into pairs or small groups and ask them to work through the rest of the worksheet. (15 min.)

6. Ask the group how they felt while working through Activity #6. Do some responses discussed occur within the insurance department at ACTWU. Why? or Why not? Why do co-workers respond/react that way? (10 min..)

7. In closing, pass out cards filled out by participants in Activity #3. Display the positive personality traits and areas for development (recorded on flip chart) from Activity #1. Ask individuals to choose one trait from each column, read situation on their card and reflect on how the two traits would respond/react. How do other co-workers react to others' responses? Report back to group. Ask how behavior can be modified to accommodate problems/barriers to effective communication. (15 min.)

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Lesson 4

Topics:
- Active Listening: Verbal and Non-verbal Cues
- Barriers to Effective Communication
- Listening Styles, Attitudes & Behaviors

Objectives:

1. To identify characteristics, attitudes or behaviors of active listening and ineffective listening; verbal and non-verbal cues.

2. Apply listening attitudes and behaviors to the workplace.

3. To understand and identify how active or ineffective listening attitudes and behaviors affect relations with customers and co-workers.

Materials:

Flip chart, markers, prepared cards for Activity #4
Handouts: *Listening Attitudes and Behaviors*
Barriers to Communication - Customer Scenarios
Barriers to Communication - Listening Styles
Barriers to Communication - observation chart
Optional: *Handout 8-1, 8-2* • ACTWU Customer Service Curriculum

Lesson:

1. Display the positive personality traits and areas for development recorded on flip chart during Lesson 3. Review and note how everyone has something unique to contribute to the workplace. Ask someone in the group to relate a work scenario and lead a small discussion on how each "personality trait" would react to the situation. (10-15 minutes)

2. Hand out *Listening Attitudes and Behaviors*. Ask participants to individually reflect on the listening attitudes and behaviors on checklist, and to honestly consider "yes" or "no" for each. Inform the group that the checklist will be addressed again at the end of the session. (10 minutes)

3. Brainstorm characteristics or cues (physical & verbal) of active listening. Do the same for poor listening and record on flip chart. Ask participants to relate personal experiences to characteristics recorded. (15 minutes)

4. Reflect on the importance of non-verbal communication from Activity #3. Pass out cards prepared for the activity "Listening Limbs." Carry out exercise. (20 minutes)

5. Explain that everyone will be role playing and not to take personally anything that is said/done during the activity.

Form participants into pairs (A and B) and ask them to position their chairs so they are facing each other. Ask A's and B's to stand up and divide themselves into their groups to get direction.

Assign A's a *Barriers to Communication - customer scenario* and inform them that they will role play a customer that comes into the insurance office. Assign B's a listening style from *Barriers to Communication - listening style* from The Business of Listening: A Practical Guide to Effective Listening and inform them that they are dealing with a customer (played by their partners) in their office. Allow participant five minutes to review their role.

Ask each pair to individually role play in front of the group for 3-5 minutes. After each pair's role play, ask participants to refer to *Barriers to Communication - observation chart* and discuss as a group. (20-30 minutes)

6. Wrap-up session by asking participants to look at their *Listening Attitudes and Behaviors*. checklist. Ask them to go back and check if they would still answer the same as before. Why or Why not?

and/or

Review the Four Key Elements to Good Listening.

1. Hear the Message: care, pay attention, select what's important
2. Interpret the Message: understand filters, use all senses, ask for clarification
3. Evaluate Your Message: ask questions, analyze the evidence, don't jump to conclusions
4. Respond to Message: want to reach common understanding, give feedback verbally & non-verbally, avoid confusing messages

LISTENING ATTITUDES AND BEHAVIORS	YES	NO
1. I am interested in many subjects and do not knowingly tune out dry-sounding information.		
2. I listen carefully for a speaker's main ideas and supporting points.		
3. I take notes during meetings to record key points.		
4.. I am not easily distracted.		
5. I keep my emotions under control.		
6. I do not fake attention.		
7. I wait for the speaker to finish before finally evaluating the message.		
8. I respond appropriately with a smile, a nod or a words of acknowledgement as a speaker is talking.		
9. I am aware of mannerisms that may distract a speaker and keep mine under control.		
10. I understand my biases and control them when I am listening.		
11. I refrain from constantly interrupting.		
12. I value eye contact and maintain it most of the time.		
13. I often restate or paraphrase what the speaker said to make sure I have the correct meaning.		
14. I listen for the speaker's emotional meaning as well as subject matter content.		
15. I ask questions for clarification.		
16. I do not finish other people's sentences unless asked to do so.		
17. When listening on the telephone, I keep one hand free to take notes.		
18. I attempt to set aside my ego and focus on the speaker rather than on myself.		
19. I am careful to judge the message rather than the speaker.		
20. I am patient listener most of the time.		

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BARRIERS TO COMMUNICATION

Below are some work scenarios that may reflect some issues in the ACTWU Insurance office. Role play the work situation assigned to you. React as you would normally react to your partners behavior without letting on that you are only role playing.

Scenario #1
Your father is ill and you need to know the status of his account. Your father does not keep a record of payments and you fear that your father paid several of his accounts twice due to his not being sure if payment was sent on his monthly insurance premiums. You need to know when the last check sent was received and also if there is any hope of rebating a pro-rated amount for prepaid insurance for your mother who died month.

Scenario #2
You were not born in the United States, but have attained citizenship; however, you still have a thick accent and sometimes people have difficulty understanding what you are saying. You filed a claim six months ago to the office and still have received a check. Your doctor's office is threatening to turn over the bill to a collection agency and you fear your credit will be ruined. When you called the Chicago office six months ago asking where to send the claim, you were told to send it to the New York office. You don't understand why it is taking so long.

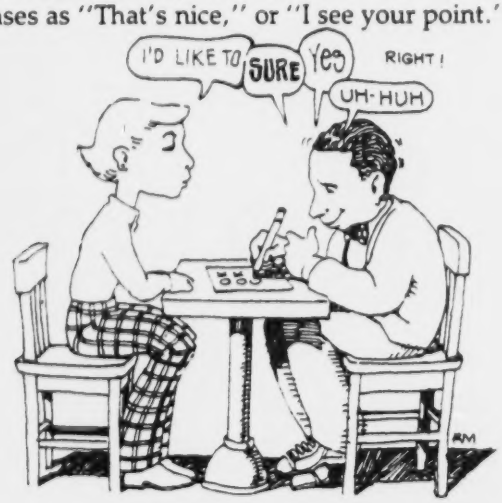
Scenario #3
Your spouse just passed away and you are feeling depressed and confused. At this time you have no one to help you take care of the funeral arrangements or anything else for that matter. You walk into the Insurance office to take care of his/her life insurance ... and begin talking about all your problems. You continue to talk about everything else but matters concerning the life insurance.

BARRIERS TO COMMUNICATION

Below is a listening style that reflects an attitude and behavior of a certain type of listener. As your partner is talking to you, role play this listening style. Be aware of how your partner reacts to your behavior without letting on that you are only role playing.

COMPLIANT CURTIS

Compliant listening is a passive behavior that does not allow the speaker to understand the real feelings or opinions of the listener. Listeners such as Compliant Curtis listen much more than they talk. In many cases, they are shy. They want to please others and keep communications pleasant. Compulsive talkers often seek out listeners like Compliant Curtis, because they need people with the patience to listen to them. Unfortunately, when Curtis speaks, he usually keeps his *real* opinions to himself for fear of criticism. Sometimes he fakes attention as he silently thinks his private thoughts. In meetings Curtis nods his head approvingly, but adds little to the discussion. You will recognize Compliant Curtis by such phrases as "That's nice," or "I see your point."



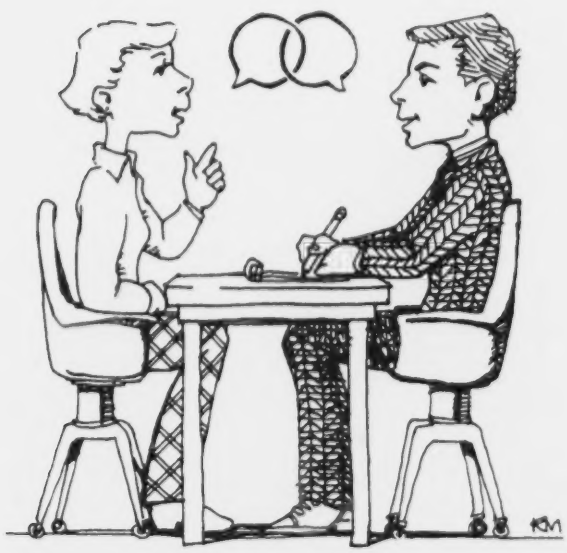
Adapted from The Business of Listening: A Practical Guide to Effective Listening by Diane Bone, Crisp Publications, Inc., 1994 for the Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union.

BARRIERS TO COMMUNICATION

Below is a listening style that reflects an attitude and behavior of a certain type of listener. As your partner is talking to you, role play this listening style. Be aware of how your partner reacts to your behavior without letting on that you are only role playing.

ARLO ACTIVE

Arlo Active, a skilled training director, is an involved listener. He is "present" and participative and assumes responsibility for the success of communications in his department. In meetings and discussions Arlo requires discipline and relevance from his employees and bridges gaps in understanding by asking questions for clarification. Individuals in his department appreciate Arlo's clear verbal *and* nonverbal responses and focused eye contact. Arlo tries to see the other person's point of view, and he refrains from evaluating information too quickly. As an active listener, Arlo listens not only to the *content* of employees' statements, but also to their *intent*.



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BARRIERS TO COMMUNICATION

Below is a listening style that reflects an attitude and behavior of a certain type of listener. As your partner is talking to you, role play this listening style. Be aware of how your partner reacts to your behavior without letting on that you are only role playing.

CRITICAL CARRIE

Critical listening is important in management, especially when problems need to be solved, but some managers listen only to find fault. Critical Carrie listens for the facts, but is so critical of each item that she often misses "the big picture." She seldom spends time with her staff, but when she does she is usually issuing orders. She asks abrupt questions and cuts off people before they can respond fully as she listens to elements of a problem. Her questions are demanding and make her co-workers feel cornered. Carrie frowns or rolls her eyes in disbelief and is quick to place blame. Critical Carrie is an incessant note taker, so her eye contact is limited. She finds little time for small talk. Her staff wishes she would "lighten up" and not jump to conclusions so quickly. Because she seldom listens to them, her staff avoids her. They long ago stopped sharing information with her because "she doesn't listen anyway."

Adapted from The Business of Listening: A Practical Guide to Effective Listening by Diane Bone, Crisp Publications, Inc., 1994 for the Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union.

BARRIERS TO COMMUNICATION

Below is a listening style that reflects an attitude and behavior of a certain type of listener. As your partner is talking to you, role play this listening style. Be aware of how your partner reacts to your behavior without letting on that you are only role playing.

LISETTE LISTENER

Lisette Listener, a successful real estate agent, credits her success to purposeful listening. When interviewing potential clients, Lisette listens carefully to their requirements for a home. She pays close attention to where they want to live, the desired style of house and the value they place on schools and services. She asks many questions for clarification. She then "feeds back" what she hears to be sure she is accurate in her interpretation. By the end of a busy "listening" day Lisette often feels as tired as if she had built a house, rather than sold one. She realizes that active listening is hard work, but she knows her results are measured clearly by her commissions, her satisfied new home owners and the new friends she makes.

Adapted from The Business of Listening: A Practical Guide to Effective Listening by Diane Bone, Crisp Publications, Inc., 1994 for the Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union.

BARRIERS TO COMMUNICATION

Below is a listening style that reflects an attitude and behavior of a certain type of listener. As your partner is talking to you, role play this listening style. Be aware of how your partner reacts to your behavior without letting on that you are only role playing.

VACANT VINCENT

The most difficult person to communicate with is a daydreamer. Meet Vacant Vincent. You will recognize him by the faraway look in his eyes. Vincent is like a social butterfly who dips in and out of conversations picking up bits and pieces of information. He is physically present but not really there. Vincent is easily distracted and often changes the subject without warning. Sometimes he slouches, as if he is tired. He plays with his tie or impatiently taps his pencil on the desk. The best way to get Vincent's attention is to talk about *his* interests.

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BARRIERS TO COMMUNICATION

Listening Style	Style	Attitude Conveyed	Verbal or Nonverbal

Handout 8-1

10 DO'S OF LISTENING

1. **Become aware of your own listening habits.** What are your strong points? What are your faults? Do you judge people too quickly? Do you interrupt too often? A better awareness of your listening habits is the first stage in changing them.

2. **Share responsibility for the communication.** Remember that is takes two to communicate - one to talk and one to listen - with each person alternating as listener. Whenever you are unclear about what a speaker is saying, it is your responsibility to let the speaker know this, either by asking for clarification or actively reflecting what you heard and asking to be corrected. How will someone know you do not understand unless you say so?

3. **Be physically attentive.** Face the speaker. Maintain appropriate eye contact. Make certain your posture and gestures show you are listening. Sit or stand at a distance which puts you and the speaker at ease. Remember that the one who is speaking wants an attentive, animated listener, not a stone wall.

4. **Concentrate on what the speaker is saying.** Since we have a short attention span (less than one minute) listening requires deliberate concentrations. Try to minimize situational distractions, for example, a TV or ringing telephones. Be alert for wandering thoughts. Being physically attentive and verbally responsive will probably help you concentrate on what the speaker is saying.

5. **Listen for the total meaning, including feelings as well as information.** Remember that people communicate their attitudes and feelings "coded" in socially acceptable ways. Listen for the feelings as well as the information. For instance, the worker who says "I am all through with those letters" is sending a different message from the one who says " Thank goodness, I have finally finished those damned letters." Although the content is similar, different feelings are being expressed in the latter message.

6. **Observe the speaker's nonverbal signals.** Since much communication is nonverbal, pay attention to the body language as well as the words. Watch the speaker's facial expression, and how much he or she gazes and makes eye contact with you. Listen to the speaker's tone of voice and rate of speech. Notice how close or far away the speaker sits or stands. Does the speaker's body language reinforce or contradict the spoken words?

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7. **Adopt an accepting attitude toward the speaker.** An accepting attitude on the listener's part creates a favorable atmosphere for communication. The more speakers feel accepted, the more they can let down their guard and express what they really want to say. Any negative attitude on the listener's part tends to make a speaker feel defensive, insecure, and more guarded in communication.

8. **Express empathetic understanding**. Use active, reflective listening skills to discover how other people really feel, and what they are really trying to say in terms of their own frame of reference. Empathetic responses not only express our acceptance of the speaker, but give us a more accurate understanding of the intended message.

9. **Listen to yourself**. This is essential for being able to listen to others. When you are most anxious or emotionally aroused, you are least able to hear what others are saying to you. On the other hand, when you recognize the feelings stimulated in you by another's message, and can express those feelings, this clears the air and helps you to listen better.

10. **Close the loop of listening by taking appropriate action.** Remember that people often speak with the purpose of getting something tangible done - to obtain information, to change our opinion, to get us to do something. The acid test of listening is how well you respond to the speaker's message with an appropriate action (Atwater 111 - 113).

Handout 8-2

THE 4 WAYS OF ACTIVE LISTENING

1. Clarifying responses are asking the speaker for clarification. These responses help the speaker make his or her message more readily understandable which leads to a more accurate reception of the message by the listener.

2. Paraphrasing ensures greater understanding of the message on the part of listener. The speaker's message is restated as a way of checking on the accuracy of the message.

3. When reflecting feelings, the listener mirrors back the feelings being expressed by the speaker. The focus is now on the speaker's feelings, attitudes, or emotional reactions rather than on the content of the message.

4. When dealing with larger segments of a conversation, summarizing is more appropriate. These responses sum up the main ideas as well as the feelings expressed by the speaker in the whole conversation.

EXAMPLES of phrases used in active listening responses:

CLARIFYING

"Would you say that again?"
I don't understand what you mean."
"I don't get it."
"What do you mean?"
"Would you translate that?"

PARAPHRASING

"As I understand you . . ."
"You mean . . ."
"What I hear you saying is . . ."
"From your point of view . . ."
"Correct me if I'm wrong, but . . ."

REFLECTING FEELINGS

"You feel . . ."
"You appear to be feeling . . ."
"Do you feel a little . . ."
"You are (sad, angry, etc.) . . ."
"I somehow sense that you feel . . ."
(Atwater 46 - 53).

SUMMARIZING

"What you have said so far is . . ."
"Your key ideas, as I get it, are . . ."
"Everything you have said so far . . ."
"Now, summing up . . ."
"Recapping what you have been saying . . ."

Listening Limbs

Summary

Communication exercise using parts of the body only.

Objective

Non-verbal communication.

Materials

Prepared cards with parts of the body written or drawn on them (such as arms, pointed finger, fists, hands, eyebrows, eyelashes, lips, feet, buttocks, neck, hair).

Timing

20 minutes.

Procedure

1. Introduce non-verbal communication and active listening as topics.
2. Hand out the cards to participants and ask individuals or couples to demonstrate to the rest of the group how to listen with that part of the body. Encourage them to be creative and to think of any way at all in which that part of the anatomy could be used. Allow three minutes to prepare in which you can circulate around the group.
3. Carry out a round of demonstrations.
4. Discuss in the main group what they have learned about non-verbal communication.

Variations

1. The demonstrations can be in pairs with the cards then being exchanged.
2. You can add other non-verbal communication factors such as "distance between people" and "pens."

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Lesson 5

Topic:
- Improving Listening Skills
- Various Kinds of Customers
- Effective Approaches in Dealing with Customers

Objectives:

1. To apply previously learned listening skills to work related scenarios.

2. To identify various customer attitudes and behaviors and learn how to effectively interact with them.

3. To identify and reflect on personal communications style and develop alternative solutions to various personal reactions to challenging customers.

Materials:

Flip chart, markers, 3x5 cards
Handouts: "How to Cope with Difficult People"
Quality Customer Service

Lesson:

1. Divide the group in pairs; one is a listener, the other is the speaker. The listener will use four approaches: interrupting the speaker, their usual style of listening, good eye contact, and paraphrasing/active listening. The speaker will be given different topics to speak about briefly.

A group discussion of how they felt using the different approaches as both listener and speaker will follow. What went well? What didn't go well? The groups' input will be recorded on the flip chart.

2. The group will brainstorm on ways that they get people to listen to them.

3. We will talk about different types of customers.

4. The trainers will role play simulated phone conversations with "difficult"customers. They will demonstrate an effective way to listen (I messages, paraphrasing, interest) and an ineffective way (not listening and having your own agenda). The group will have a hand-out and evaluate the listener in regard to attitude, language, tone, sound, speed, volume, pitch, etc.

A group discussion of their observations will follow with key points being highlighted on the flip chart.

5. As a group, we will talk about different types of customers they encounter every day. On 3x5 cards they will write about the most difficult type of customer that they have encountered. The cards will be exchanged and another group member will give a suggestion in dealing with that customer. The group will brainstorm on various approaches, effective and ineffective, in dealing with the difficult customers.

6. For homework, they will be given papers to fill out daily. . They will write about one positive thing in dealing with a customer or co-worker they did each day and one positive behavior they observed a co-worker doing. They will bring the 10 papers to the next class.

They will be given hand-outs from Quality Customer Service and "How to Cope with Difficult People" to read at home.

Week 5 Feedback Form

Please rate the usefulness of the following activities. Consider how the knowledge gained has made a difference in your workplace. The rating is 1 to 5, with 5 being the highest. Please circle the appropriate number.

1. Coat of Arms (Week 1)	1 2 3 4 5
2. Character and Temperament activities/handouts (Week 1 & 2)	1 2 3 4 5
3. Discussion/Activities: Effective Communication vs. Barriers to communication (Week 3)	1 2 3 4 5
4. "Responses to Situations" (Week 3)	1 2 3 4 5
5. Discussion/Activities: Listening (Week 3 & 4)	1 2 3 4 5
6. Barriers to Communication Roleplays (Week 4)	1 2 3 4 5
7. Customer Service activities (Week 5)	1 2 3 4 5

Please answer the following questions.

1. Were the topics interesting?	Yes	A little	No
2. Was the information applicable to your job?	Yes	A little	No
3. Was the information presented:			
a) interesting	Yes	A little	No
b) clear	Yes	A little	No
c) enjoyable	Yes	A little	No
d) well presented	Yes	A little	No

4. What topics would you like to see addressed in the next five weeks?

5. Do you have any more comments or suggestions for this class?

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Lesson 6

Topics:
- Dealing with Difficult People
- Customer Service vs. Customer Satisfaction
- Strategies to Facilitate Customer Satisfaction

Objectives:

1. Identify common challenges and frustrations in customer service situations and ways to overcome them.

2. Identify techniques to increase customer satisfaction.

3. Identify and list "communication helpers" that make a difference in customer satisfaction.

Materials:

Markers, flip chart, paper
Handouts: *Dealing With Difficult People*
Check For Frustrations and Challenges
Case #2 The Difficult Customer
Words That Make a Difference

Lesson:

1. Ask participants to share personal customer service experiences they found frustrating and why. Follow-up with a discussion about how **customer service** is not the same as **customer satisfaction**. Pose the question and elicit reasons and examples. (10 min.)

2. On a prepared flip chart, show the group the examples of customers they targeted as difficult during the last class. Ask the group how the job would be if it weren't for the "difficult people." Would it be better, worse or the same? Explain that many times the "people part" of a job is biggest source of frustration for most people and related complication surface in a variety of ways. (10 min.)

3. Hand out *Dealing With Difficult People* & *Check for Frustrations and Challenges*. Give them approximately 3-5 minutes to assess the problems that occur on their jobs. Ask if anyone marked X's close the the response "Happens frequently." Discuss why sometimes it is difficult to separate personal feelings from professional ones. (15 min.)

4. Refer back to flip chart shown in activity #2. Ask everyone to think of a related situation (recorded on flip chart) where they have taken things personally. Limit each pair to 2-3 minutes. The following questions could be used to facilitate the discussion: Who were the people involved? What was said? What was the setting? What was the timing? What were some other factors.
Ask how to avoid taking things personally. (10 min.)

5. Pass out *Case #2 The Difficult Customer.* Ask everyone to read the case study silently. Divide the group into pairs and ask each pair to discuss and choose appropriate responses to this difficult situation. Ask each pair to follow-up by sharing their chosen responses with the group.

6. Ask a series of statements on page 55 Customer Satisfaction. Ask participants to agree or disagree with each statement for brief discussion.

7. Hand out *Words That Make a Difference.*

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Lesson 7

Topics:
- Attitude in the Workplace
- Mutual Respect
- Principles of Teamwork

Objectives:

1. Identify forces/situations that affect attitude in both negative and positive ways.

2. Discover how personal attitude and attitudes of others relate to mutual respect and how situations are handled within the workplace.

3. Identify characteristics in teams that work well together.

Materials:

Markers, flip chart, paper
Handouts: *Words That Make a Difference* (from previous class)
Customer Service Tips
The Team
Optional Activity: Subculture

Lesson:

1. Ask participants to take out *Words That Make a Difference* from previous class. How did participants re-word responses to customers? After discussion, pass out *Customer Service Tips* ask participants if they would like add any tips of their own. (10-15 minutes)

2. Facilitate "Confronting the Bear" activity. (5 minutes)

3. Follow-up with a discussion as to how we respond to the "bears" we meet every day affect how we relate to people we encounter from, for example, activity #2. Do our responses convey a particular attitude to others? How do people usually react to a positive vs. a negative attitude? (10 minutes)

4. Brainstorm how attitude is affected in positive and negative ways. Elicit examples related to situations outside the workplace and how they affect relations within the workplace. Elicit examples of situations/events from within the workplace. How does all these examples affect relations within the workplace. How does one attitude or related behavior to particular events affect workplace dynamics? (10-15 minutes)

5. Hand out *The Team* to each participant. Explain that this activity will be done individually. Ask participants to read the directions and decide which three workers they would want on their team. Bring class back together and ask each participant to share his/her choices. Record on flip chart . Did everyone respond differently. Why or Why not? Share reasons for each choice and generate a list of both positive and negative characteristics of team members. Tie in issues of mutual respect. (35 minutes)

6. Follow-up with a discussion about mutual respect and working together as a team. Is it important within the insurance department. Why or Why not? (5 minutes)

Optional Activity: Facilitate the activity "Subculture" in place of *The Team* or hand out the *Subculture Worksheet* for participants to do at home.

Customer Service Tips

The Customer Wants...

- To be taken seriously
- To be treated with respect
- Immediate action
- Compensation/restitution
- Someone to be reprimanded and/or punished
- To clear up the problem so it never happens again
- To be listened to

When listening to customers try to...

- Focus on what the speaker is saying, not how he/she is saying it
- Listen for emotions as well as facts
- Take brief notes of important details (dates, times, amounts, account numbers...)
- Pay close attention to those you are helping. Do not fake attention.
- Eliminate as many distractions as you can, (other's conversations, paper piles...)
- Put pieces of the conversation together when customers don't communicate clearly. Pleasantly ask them to slow down.
- Be objective and in control of the conversation. Avoid letting customers "push your buttons."
- Do not interrupt or finish other person's sentences.
- Try not to be distracted by your personal biases or prejudices, (makeup, hairstyle, stutter etc.).
- Look at an upset customer & check understanding.

i.e. "Let's see if I understand..." or "I think I understand..." Avoid saying "What you're trying to say is..." -- it implies that the customer can't say what he/she means.

When dealing with upset or obstinate customers...

- Take a time out if you become emotional. Politely excuse yourself. i.e. "Excuse me a moment while I check the policy on this" or "I'd like to get my supervisors opinion on this."
- Use customers name at the beginning of a sentence. People respond when they hear their name.
- Ask the customer questions. i.e. "What would you like me to do now?" "What would make you happy?" What is a fair way to settle this?"

Adapted from Calming Upset Customers: Staying Effective During Unpleasant Situations by Rebecca L. Morgan, Crisp Publication, Inc., 1989 for the Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union.

Customer Service Tips

When dealing with an upset customer:

1. Verbally cushion the customer's concerns.
2. Apologize for the situation.
3. State you want to help.
4. Probe for more information.
5. Repeat their concern to make sure you've understood.
6. Show you value their patronage.
7. Explain options or ask what they'd like to have happen.
8. Summarize actions to be taken -- yours and theirs.
9. End pleasantly.

Throughout your conversation:

1. Listen
2. Face the customer.
3. Look him/her in the eye.
4. Adopt a concerned body posture, voice tone, and facial expression.
5. Avoid fight starters.
6. Avoid a condescending or impatient tone.
7. Have and show empathy.
8. Eliminate distraction.
9. Practice patience.
10. Use a pleasant tone of voice and do not take things personally.

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Subculture

Summary

Comparison of perceptions of the culture of a group.

Objective

Team-building.

Materials

Copies of the *Subculture Worksheet* (5 per person).

Timing

One hour.

Procedure

1. Hand out copies of the worksheet and ask participants to complete them individually in about ten minutes.
2. Ask participants to find a partner and compare their sheets. Using a further sheet, see if they can find a middle ground which satisfies them both. Explain that it does not matter if they do not.
3. Have the pairs work with other pairs progressively until the whole group has been brought together.
4. Open a discussion on whether there is a consensus that a group culture does exist which applies in some way to all the people present. What have people learned about the different way that their organization is perceived by its members? What have they learned about their own perceptions? Have those perceptions changed?

Commentary

This is a projective exploration of culture which attempts to tap participants' own models of their organization. For an examination of more theoretical approaches see Handy (1985, chapter 7).

Variation

Allow an anonymous exchange of completed worksheets by dumping them in the center and redistributing before going onto Step 2 of the game. This is a low-risk version of the game involving less self-disclosure.

CONFRONTING THE BEAR

OBJECTIVE: To show that obstacles can be overcome. Designed for use in programs dealing with self-image or interpersonal skills.

PROCEDURE: Seminar leader describes a scene of walking alone in a forest and meeting a bear. Audience is asked to give one-word responses as to what they would do in the situation. Leader records those responses on a flip chart or an overhead projector. Leader then reveals that the answers given are also how we respond to the "bears" we meet everyday, the problems we face on a daily basis.

It is an excellent learning technique for self-image analyzing and provides a very positive and entertaining exercise.

MATERIALS REQUIRED: Flip chart or overhead projector.

APPROXIMATE TIME REQUIRED: 10 minutes.

SOURCE: Bill Edwards, Greenville, OH.

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Lesson 8

Topics:
- Principles of Teamwork
- The Importance of Team Communication
- The Effects and Impact of Good Team Communication

Objectives:

1. Identify characteristics in teams that work well together.

2. Discover the dynamic relationship of teamwork, leadership qualities, and communication in the workplace.

3. Extract general principles about teamwork and communication through firsthand observation and experience.

Materials:

Markers, flip chart, paper, markers, roll of tape, scissors & small stack of construction paper. Also needed is a bag/box of small objects that cover a wide variety of sources and materials.

Handouts: *Subculture*
Class of Their Own-- Instructions for Group Members
Observation Checklist

Lesson:

1. Ask participants if they chose to fill out the *Subculture Worksheet* at home. Collect worksheets (without names if participants choose) and record results on flip chart. Discuss differences and/or similarities in their responses. (5 minutes)

2. Review Lesson 7. Ask the group to name two qualities of a good team player. Has anyone observed an instance of one of these qualities in action in the insurance office since last class? (5 minutes)

3. Divide the class into one/two group(s) of four. You need at least one "observer" for each group. Have the group seated comfortably at a table with the observer seated nearby.

Give the group one pair of scissors, one roll of tape, one stack of paper, and the markers. Tell them that their assignment is to build, as a team, a paper castle. Each person gets one implement and he or she is the only person who can use and handle that implement. (the scissors person can only handle the the scissors, must do all the cutting, etc.) The team must negotiate the shape, size, and other design features of the castle as well as construct it on the spot.

As the team works, the observer(s) quietly monitor how they proceed, using the *Observation Checklist* that describes the team's behaviors. The observers are not allowed to talk to the team, participate, or attempt to influence their team's interactions and behaviors in any way, nor are the teams allowed to look at what the observers are checking off. (20 minutes)

4. When time is called, give each team member a checklist of their own and have them reflect on how their team interacted during the castle building. (5 minutes)

5. Ask observers to report their observations to the class as a whole. Then ask the team members who produced the castle to share their points of view. As "insiders" do their observation differ from what the outside observers notices? Record answers on flip chart. (15 minutes)

6. At this time, form a different team of four people, with former team members as observer(s). Give the group the prepared bag/box of objects, markers and flip chart paper. Give each team member a *Class of Their Own--Instruction for Group Members*, and verify that the group understands the task. At the same time give the observer(s) the *Observation Checklist*. Proceed as in Activity 3. (15 minutes)

7. After ten minutes call "time" and proceed as you did in Activity 4 & 5. Ask the group to comment on whether or not the dynamics from the first team activity differed from the second activity. If the response is yes, elicit responses as to why or how groups differ from one another.

8. With the class as a whole, ask what general principles or "rules" about teamwork, communication, and leadership qualities they can generalized after participating in the two activities. Record answers on flip chart. Follow-up by discussing whether they observed anything that would help them in their own jobs.

OBSERVATION CHECKLIST

		YES	NO	OTHER COMMENTS
1.	Has one person clearly taken a leadership role?			
2.	Did the group designate the leader?			
or.	Is the leader self-appointed?			
3.	Is this "leader" bossing or telling everyone what to do?			
or.	Is the "leader" mainly coordinating, listening to suggestions, then making a series of decisions?			
4.	Is the group sharing leadership roles roughly equally, rather than appointing just one person to lead?			
5.	Is the group enjoying the activity? Why or why not, as far as you can tell?			
6.	Are they following a specific plan, or making things up as they go along?			
7.	Are they working together happily or is there disagreement?			
8.	How is either the harmony or dissension affecting the castle?			
9.	Have members taken on "roles" such as "worrier," "designer," "dropout," etc.			
10.	How do these roles affect the group as a whole?			
11.	What, if any, appears to be the connection between the resulting castle and the way the group worked together? Be specific.			

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Class of Their Own

Summary

Creativity exercise with a set of objects.

Objectives

- Creativity.
- Leadership.
- Team-building.

Materials

1. Instruction sheets for:
   a. group members
   b. leaders
   c. observers (optional)
2. Twenty small objects for each group, packaged in a parcel or put in a box. These should cover a wide variety of sources and material but be fairly common, and the same objects should be given to the two groups. A typical set of 20 would be:

   sachet of sugar substitute, clothespin, ice cube tray, teabag, coin, button, compact disc, toothbrush, candle, fuse, bicycle pump nozzle, can opener, glass ashtray, paper clip, spark plug, thimble, mascara, empty matchbox, elastic band.
3. Pens and flipchart paper.
4. Separate rooms or working area for each group.

Timing

45 minutes.

Class of Their Own—
Instructions for Group Members

Group task

1. To think of as many different ways of classifying a group of objects as you can.

2. To put those classifications on newsprint with a total number at the end.

3. To complete the task in ten minutes.

Class of Their Own—
Instructions for Group 1 Leaders

Group task— to classify objects in as many different ways as possible in ten minutes.

Leader task— to use as much as possible of the creative potential of all the group members.

Method—

- put the objects on the table
- distribute the instruction sheets
- explain the group task
- offer group members as much encouragement as possible
- remind group members at intervals of time limits

Class of Their Own—
Instructions for Group 2 Leaders

Group task— to classify objects in as many different ways as possible in ten minutes.

Leader task— to channel the creative potential of the group so that it is focused on the task at hand and group members listen to each other properly. This role is crucial, as there is not enough time for you to take questions on your role and the way that the group is structured.

Method—

- put the objects on the table
- distribute the instruction sheets
- explain the group task
- verify that the group members have a clear and common understanding of the task and of what kinds of classification they could be thinking about.
- chair the group efficiently so that people have a turn to be heard by all the other members of the group, and the resulting list of classifications is agreed by all the group members
- ensure that group members are aware of how much time they have left at all times.

Class of Their Own—
Instructions for Observers

As observer your role is to not participate in the group but to observe what is happening. You will have an opportunity to report back at the end of the group session. Please do not intervene in the group except to call "Time" after ten minutes have elapsed.

Pay particular attention to the following questions:

- How did the leader act?
- How did the group members respond to this?
- What encouraged group members to be creative?
- What discouraged group members from being creative?
- How would you describe the atmosphere within the group?
- How many people were active in the group discussion? How did this influence the effectiveness of the group?
- Were there any times when the operation of the group really seemed to "change gears?" If so, describe them.

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Lesson 9

Topics:
- Conflict in the Workplace
- Dealing with Conflict
- Managing Stress

Objectives:

1. To define conflict and identify different kinds of conflict that exist within the workplace.
2. Identify ways in dealing with conflict.
3. Identify signs, causes, and ways to relieve stress.

Materials:

Markers, flip chart, paper, markers
Handouts: *Common Beliefs in Dealing with Conflict*
"Your Boss is Not Your Mother"
"Working Smart"
"Turning stress control into a laughing matter"

Lesson:

1. Begin lesson by asking participants "What is conflict?" Brainstorm the different kinds of conflict that exist within the workplace and record on flip chart. (15 minutes)

2. Pass out *Common Beliefs in Dealing with Conflict* and ask participants to work in pairs and decide whether or not each statement is helpful (H) or not helpful (NH). As a group discuss responses and identify responses that the group identified as helpful. Ask whether or not the helpful beliefs would be useful in dealing with conflicts mentioned in Activity #1. (30 minutes)

3. Refer to conflicts recorded flip chart and ask participants to think of some tools in dealing with them. Pass out *"Your Boss is Not Your Mother," d*iscuss the article briefly, and ask participants to read at home. (15 minutes)

4. As stress is a reaction to conflict, ask participants, "What are some signs of stress?" "What do you do to relieve stress?" and "What causes stress?" Record all responses on flip chart. (20 minutes)

5. Pass out *"Working Smart" and "Turning stress control into a laughing matter"* for participants to read at home. Ask participants to think of something they could do for themselves to relieve stress. (i.e. drawing, bath...)
(10 minutes)

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Common Beliefs in Dealing with Conflict

1. _____ "This is my territory/property. I own this."
2. _____ "Things don't work out."
3. _____ "I am powerful and adaptive and do not need to argue."
4. _____ "This is our territory."
5. _____ "Many things do work."
6. _____ "Don't ask dumb questions."
7. _____ "You can get somewhere with anyone."
8. _____ "You can't really trust anyone."
9. _____ "There is not enough time."
10. _____ "This is just one of the ways it is."
11. _____ "You can't get anywhere with certain people"
12. _____ "There are no dumb questions."
13. _____ "This is just the way it is."

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Lesson 10

Topics:

- Outcomes of Course
- Recommendations for Management
- Topics to be covered in Future Professional Development Training
- Evaluation and Recognition

Objectives:

1. To reflect and identify the positive outcomes (learnings) of course content.
2. To list recommendations for management to consider.
3. To identify topics to be covered in future professional development training.
4. To evaluate course and recognize participant's achievements.

Materials:

Markers, flip chart, paper, markers
Handouts: *Course Evaluation*

Lesson:

1. As a group reflect on the positive learnings from course content and how they have been applied (or will be applied) to the workplace. (15 minutes)

2. Record on flip chart recommendations that participants have identified throughout the content of the course. Discuss whether or not the recommendations are realistic. (20 minutes)

3. Based on learning outcomes of this course, ask participants to identify topics they feel would be useful in future training. (10 minutes)

4. Pass out Course Evaluation. Ask participants not to write their names in order to keep the evaluations anonymous. (15-20 minutes)

5. Recognize participants for their participation...

Date: _____

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EVALUATION

The purpose of this evaluation is to find out what you think about the Professional Development Training held at ACTWU. Your answers will help make changes and improvements in teaching methods, class materials, and related topics. We appreciate your cooperation in answering the following questions.

1. How would you rate the classes overall?

   Excellent Good Fair Poor

2. Was the course content clear and understandable?

   Yes, very Yes, somewhat No opinion Not very Not at all

3. Was the teacher effective?

   Yes, very Yes, somewhat No opinion Not very Not at all

4. Were the handouts and photocopies helpful?

   Yes, very Yes, somewhat No opinion Not very Not at all

5. Would you recommend similar classes to be held in the future?

   Yes, very Yes, somewhat No opinion Not very Not at all

6. Please outline the most useful/interesting topics covered in class.

7. In what ways have these classes helped you in your job? Please be specific.

8. What would you like to have spent more time on?

9. What activities were the most useful?

10. What activities were the least useful?

11. What suggestions can you give to improve the class?

12. Want kind of training would you like to participate in the future, (e.g. Spanish, Customer Service ...)?

13. Lastly, do you feel ACTWU Insurance management made any changes related to the possible solutions to issues identified by Worker Education Program Staff, (see attached list.)? Please be specific.

Worker Education Program Professional Development Training • ACTWU Insurance Department
Self-Assessment

**Read the following statements, and rate your present knowledge of each topic.*

	Very much	Somewhat	A little	Not at all
1. I know my character and temperament type and how I relate to others in the workplace.				
2. I understand what it is like to work effectively on a team.				
3. I know how my job fits into the overall functioning of my department.				
4. I can idenify problems that negatively affect the work flow in my department.				
5. I deal effectively with customers:				
a. on the phone.				
b. in person.				
c. when they are yelling.				
d. when they are confused.				
e. when they do not understand what I am saying.				
f. when they only want to socialize.				
6. I am comfortable and effective listening to:				
a. co-workers.				
b. customers.				
c. supervisors/management.				
7. I am can learn from critiques of my job performance from:				
a. co-workers.				
b. customers.				
c. supervisors/management.				
8. I can accept responsibility for the consequences of my actions, positive or negative.				
9. I am respectful to and work cooperatively with:				
a. co-workers.				
b. supervisors/management.				
c. customers.				
10. At the end of the day, I feel good about the work I accomplished.				

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